

# GENDER REPORT 2015

*Executive Summary*



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA



***Gender Report - Executive Summary by****Alma Mater Studiorum - University of Bologna**Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG  
Control and Finance Division****Graphic design****Alma Mater - University of Bologna**Contracts and General Administration Division - Communication Unit - Institutional Communication Office****Photos****©Alma Mater Studiorum - University of Bologna**University Image Database: Contracts and General Administration Division - Communication Unit*

The drawing up of Gender Reports in the public sector is recommended by the Italian Department for Rights and Equal Opportunities Directive no. 173, 27/7/2007, by the Legislative Decree no. 150, 27/10/2009.

Alma Mater Studiorum - University of Bologna announced the drawing up of its first Gender Report, as foreseen in the Positive Action Plan for 2014-2017, in a resolution of the Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG of 19 January 2016. The aim of the report is to contribute to the analysis and promotion of gender equality within the University. This first edition of the document focuses on context, with an analysis of gender distribution amongst students, teachers, technical-administrative staff and on university governing bodies. Subsequent to the analysis, instruments for measuring differentiated gender-related needs will be adopted on the basis of a mainstreaming approach, and positive actions will be implemented along with periodic assessments of their impact.

The analyses and information in the document are the outcome of discussions involving all the members of two internally constituted university committees, the Scientific Committee and Gender Report Operational Committee, and take into account the considerations of staff and students involved in a consultative process. More generally, the themes studied are based on the main national and international gender equality guidelines, and on a comparison with other universities that have already produced a gender report. The document has been formulated as an integral part of the University of Bologna other planning and monitoring tools, most notably the Social Responsibility Report 2015.



# 1. Regulations and bodies for the protection of gender equality

## Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work – CUG

This committee makes proposals, provides consultation and monitors the development of a culture that promotes equal opportunities, enhances employee wellbeing and prevents discrimination, with reference to Italian current legislation and art. 14 of the University Statute. It avails of the internal services for the promotion of employee wellbeing provided by Alma Mater and works closely with the Harassment Adviser.

Composizione	
President	Tullia Gallina Toschi
Staff representatives	Valentina Filippi, Valeria Guidoni, Angela Martino*, Chiara Sirk
University representatives	Marco Balboni, Gabriele Greppi, Carlotta Pizzo
* University of Modena and Reggio Emilia.	

## Harassment Adviser

The Harassment Adviser has the function of preventing, managing and resolving cases of harassment, mobbing and discrimination, working in collaboration with the CUG and Vice-Rector of Human Resources. The Adviser can be consulted by any member of University staff wishing to report or talk about cases of stress related to the dynamics of the workplace and can provide support and assistance in the finding of a solution. This role is held by Prof. Ornella Montanari.

## Vice-Rector of Human Resources, Delegate for Occupational Welfare, Delegate for Equal Opportunities

The Vice-Rector of Human Resources' functions include those of implementing active policies for the enhancement of workplace wellbeing and quality, promoting equal opportunities and providing support to personnel in situations of stress. The Rector has also assigned the Vice-Rector the function of contributing to the drawing up of the three-year plans for technical-administrative staff training. This role is held by Prof. Chiara Elefante.

The Rector has delegated the workplace wellbeing functions to Prof. Tullia Gallina Toschi and those regarding the promotion of equal opportunities to Dr. Elena Luppi.



## 2. Positive actions plan and initiatives taken

## Positive actions plan

The Positive Actions Plan is a planning document which has the scope of introducing positive actions related to the implementation of plans for re-dressing gender imbalances and unfairness into organisational and work processes. The University of Bologna Positive Actions Plan 2014-2017, drawn up by the University CUG, advocates the promotion of actions in a number of different areas of intervention.

### Activities realized in 2015

Educational and communication actions for the University and/or open to the public	<ul style="list-style-type: none"> <li>Recognising and preventing mobbing: training course in six sessions from January to September 2015 with curricular recognition, reserved for University personnel. The objective of the course was to provide instruments for encouraging the establishment of a peaceful, stable working atmosphere, where diversity is seen as a personal and professional source of value rather than a problem or an obstacle or as negative competition. A good atmosphere is an essential prerequisite not only for workplace wellbeing but also for improving organisational efficiency, the quality of the services provided and the productivity of public work.</li> <li>The Guarantee Committee, the network and related services: seminar about the functions and activities of the CUG and about how to encourage a "quality" working life culture.</li> <li>The woman citizen and the organisation: training course for new University personnel.</li> <li>CUG and positive actions – progress in gender visibility and overcoming mobbing at the University of Bologna: a day for meeting other Italian university CUGs and comparing and discussing the two main positive actions taken in 2015: overcoming mobbing and formulating a gender specificity-attentive language. Open to all university personnel.</li> <li>Gender visibility in institutional communication in the University of Bologna: document drawn up by the CUG together with a group of linguistics experts drawn from University teaching staff and delivered to the Rector and governing bodies with the plea to use forms of language that respect gender differences on the University Portal and in all institutional communications.</li> </ul>
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Networking actions	<ul style="list-style-type: none"> <li>Series of activities promoted both within and without the University for increasing the efficiency and consistency of equal opportunities and workplace wellbeing actions.</li> <li>Collaboration with the Alma Gender Integrated Research Team -IRT, which links up teachers working on gender related topics in order to document and create a connection between the University's multidisciplinary skills on the gender question, thus encouraging interaction between experts in different fields and facilitating collaboration in research projects and University, national and international educational initiatives.</li> <li>Attending Italian and international events.</li> </ul>
Promotion and protection actions in the University organisation	<ul style="list-style-type: none"> <li>Participating in the development of organisational practices adopted by the University and in the presentation of projects seeking a more effective integration of a culture of equality in the organisational structure.</li> <li>Participating in the drawing up of a questionnaire on the needs related to the opening of a workplace nursery.</li> <li>Continuing with the coordination (begun in 2014) and presentation of a project for the HORIZON 2020 programme, approved by the European Commission with the allocation of funding in August 2015. The objective of the project, known as PLOTINA – Promoting gender balance and inclusion in research, innovation and training - running from 2016 to 2020, is to create Gender Equality Plans and implement actions to bring about the inclusion of gender variables in research and teaching, thus facilitating the culture change.</li> </ul>
Promotion actions in research	<ul style="list-style-type: none"> <li>Proposals in favour of the VRA. As part of the drive to eliminate discrimination and guarantee equal opportunities, the CUG, in a proposal subsequently accepted by the Research Evaluation Committee (VRA), has advocated a change in evaluation methods in order to take into account maternity leave and other legally permitted leave entitlements.</li> </ul>
Promotion actions in teaching	<ul style="list-style-type: none"> <li>Publication of a call for the awarding of 2 study grants to students enrolled at the University in the academic year 2014/15 and graduating in that same academic year with a Laurea Magistrale (Second cycle degree) with a thesis on a subject of interest to the CUG.</li> </ul>
Supporting actions	<ul style="list-style-type: none"> <li>Support, help and advice provided to colleagues requesting assistance when dealing with work-related stressful situations and reports of potential discrimination and problems related to the possibility of balancing living and working times.</li> </ul>
Monitoring the implementation of positive actions	<ul style="list-style-type: none"> <li>Checking whether the requests and observations promoted by the CUG are accepted by the University and implemented correctly.</li> </ul>



# 3. Alma Mater gender composition

## The Students

**In the academic year 2015/16 the percentage of enrolled women continued to be higher:** 53% in first cycle degrees, 56% in masters degrees, 63% in single-cycle degrees.

**On analysing the enrolment figures by school, the effects of the phenomenon known as “horizontal segregation” can be seen<sup>1</sup>;** in fact, women make up over 80% of the students in the School of Foreign Languages and Literatures, Interpreting and Translation and the School of Psychology and Education, whereas in the School of Engineering and Architecture they are little over 20%.

On looking at the gender breakdown of students abandoning university in their first year, in the academic year 2014/15, it emerges that (apart from in the schools of Agriculture and Veterinary Medicine, Medicine and Surgery and of Sciences, where the numbers are equal) men tend to abandon their studies in greater numbers than women, independently of the gender breakdown of enrolled students in the school.

**“Horizontal segregation” occurs in doctoral/PhD programmes as well.** On analysing the enrolment choices of men and women in the first year of XXVII cycle PhD programmes, it emerges that: 26% of men as against only 11% of women enrol in PhD programmes in the IT, industrial, civil and architectural engineering area; 23% of both men and women in the sciences and mathematical and computer sciences area; 19% of men and 17% of women in the social sciences, economics and law area; 12% of men as against

20% of women in the humanities and arts area; 10% of men as against 15% of women in the medical sciences area; 9% of men as against 14% of women in the agriculture and veterinary medicine areas.

**In terms of degree performance, women tend to get better results than men.** Taking the total number of male and female graduates as 100%, 59% of these are women, and women make up 61% of those who obtain their degree in due time. 65% of women obtain a degree mark above 100/110 (24% with the maximum mark of 110 cum laude), as against 56% of men (21% with 110 cum laude).

1. This is the phenomenon by which women tend to prefer enrolling in schools where the humanities and social sciences are the main disciplines, whereas men prefer schools where the so-called STEM disciplines – Science, Technology, Engineering and Mathematics – are predominant.

## The Teaching Staff

The distribution in teaching staff stays fairly constant in the three-year period 2013-2015, **showing the effects of the phenomenon known as “horizontal segregation”<sup>2</sup>.** In particular, on observing the typical pattern for academic careers at the University of Bologna, **another phenomenon that becomes evident is the so-called leaky pipeline effect**, by which the female predominance trend amongst graduates (59% females to 55% males in 2015) falls to a more or less equal gender ratio amongst PhD students and post-doctoral researchers and becomes fully reversed amongst tenured researchers, full professors and associate professors, where male predominance is clearly evident (the share of women in 2015 being 48%, 41% and 22% respectively in these categories).

In 2015, **the University glass-ceiling index<sup>3</sup> was 1.8**, indicating the existence of barriers, often invisible ones, that block the progress of women to top career levels. These barriers are based on stereotypes of historical, social and cultural origin. In particular, **the proportion of women amongst full and associate professors is more than a third in just one CUN (National University Committee) subject area** (11 – Historical, philosophical, pedagogical and psychological sciences, in which women make up 44% of the total).

On examining teaching staff ratios in the different departments, the combined effects of vertical and horizontal segregation can be seen. In 2015, in the 33 departments of the University of Bologna, the number of women full

professors exceeded men in just 4 cases (all in humanities and social studies departments), whereas in other cases, apart from that of the hypothetical perfect equality in the Department of Psychology, male prevalence is evident. Also to be noted are two cases in which the full professors are all men (Department of Architecture and Department of Industrial Engineering).

2. This phenomenon regards the increasingly smaller female presence in the upper echelons of the hierarchy.

3. The Glass-Ceiling index is the proportion of women amongst full professors in relation to the proportion of women among all the professors and assistant professors. A GCI (Glass-Ceiling Index) of one indicates gender equality in the probability of reaching a senior career position (full professor); a GCI score of more than one shows the “glass-ceiling effect”, indicating that women have more difficulty reaching full positions; the effect is the opposite if the score is less than 1. Cf.: European Union – Directorate- General for Research and Innovation (2016), *She Figures 2015*, Brussels, p. 137.



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## Technical and Administrative Staff

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**Amongst Technical and Administrative Staff (TA) and Foreign Language Instructors (CELs), females were constantly prevalent in the three-year period 2013-2015.** On average, in 2015 women made up 65% of TA and 75% of the CELs. The ratio of female personnel increases for TA staff on fixed-term contracts (73%).

There are no significant gender distribution variations amongst TA staff at different qualification levels (B, C, D, EP), but the female share falls below the male share at managerial level (where women make up 47% of the total). **This pattern indicates the glass-ceiling effect amongst TA staff too**, where women, despite their higher numerical presence on the lower echelons of the hierarchy, encounter obstacles, often linked to stereotypes and historical and cultural factors, that make it difficult for them to reach managerial positions.

An analysis of the different types of TA staff absences shows that women make greater use of leave entitlement for caring for dependants. In particular, **maternity and paternity leave for TA staff continues to be an almost exclusively female prerogative.**

**In 2015, 77% of the women and 70% of the men in service received training**, indicating a gradual trend towards equality in the three-year period 2013-2015. An analysis of training course attendance shows a higher female attendance: about 70% of the participants were women, and women received 70% of the training hours imparted.

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## The University Governing Bodies and top positions in research and teaching

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**Men** make up 63% of the total number of members of University Governing Bodies holding office since 1/11/2015 and **are either a majority or exclusive presence on 10 out of 13 bodies**. The monocratic roles (Rector, Director General, Student Ombudsman) continue to be held by men, whereas the presence of women on the Board of Governors is about 30%.

**At the end of 2015, 4 of the 33 Heads of Department were women and 2 of the 11 Deans of Schools were women.** There are more women than men PhD programme coordinators in only 3 CUN subject areas, whereas in 6 CUN areas these positions are held exclusively by men.



# 4. Investments made for the promotion of equal opportunities

## The inclusion of the sex/gender variable in teaching and research

In the academic year 2015/16, 42 learning activities were imparted that had sex/gender related themes in their titles; these were concentrated mainly in the schools with a prevalent humanities and social studies content. Since the 2006/07 academic year, in the Modern, Post-Colonial and Comparative Literatures second cycle degree programme, there has been a **“Women’s and Gender Studies – (GEMMA)” learning activity, a programme of excellence that was ranked by the European Commission as the top Erasmus Mundus Master’s Degree in Europe on the theme of women’s and gender studies.**

In the University, in the three-year period 2013-2015, 11 PhD theses have been presented and 18 research fellowships assigned with gender related themes in the title.

At the “Almaorienta 2016” orientation days, organised by the University for high school students, areas were set up to give information and raise awareness about gender, with the use of materials and testimonies, and gender related orientation actions were taken regarding the University courses with the greatest gender imbalances.

Cross initiatives			
Alma Gender Integrated Research Team (Alma Gender IRT)	University of Bologna Women Teachers’ Association (AdDU)	Gender and Education Studies Centre (CSGE)	Mediation and Translation by and for Children Centre (MeTRa)
Formed in 2015, bringing together over 100 scholars from 28 University departments. In a series of annual initiatives, pursues the goals of promoting gender sensitive research and teaching and supporting equal opportunities in the University of Bologna academic, research and workplace community.	Formed in 1992, promotes the link-up of women teachers in different departments in order to encourage the exchange of ideas and collaboration in both research and teaching, helping teachers of proven calibre, scientific productivity and commitment to teaching to achieve their goals when faced with problems related to university organisation.	Active since 2009 in the Department of Education Studies, carries out research into gender and education in the context of gender studies. Adopting a multi-and interdisciplinary approach, promotes research and training in areas such as: gender education, overcoming stereotypes and discriminations, education against gender violence, identity processes, social and media portrayals of gender differences and the relationship between gender and migration.	Founded in 2014 in the Forlì Campus Department of Interpretation and Translation, promotes research projects on topics such as linguistic, pedagogical and intercultural problems related to the translation of literature for younger readers, critical reflection on Child Language Brokering, linguistic and cultural mediation by non-adult daughters and sons of immigrants or members of ethnic or linguistic minorities in Emilia Romagna and Italy, in relation to gender.

## Promotion of events in the territory

The University promotes gender related themes by organising, taking part in, endorsing and publicising numerous public events both in the cities where the University is based and nationally and internationally, and also by disseminating and publishing research into gender related topics. Here are some of the many events organised by or participated in by the University in 2015: "Violence against women. A problem of civilisation", Seminar and Docufilm; "8<sup>th</sup> March: not just words, a meeting to discuss reflections", reflections on female professional careers; "Social, gender and environmental accounting", International Conference and Doctoral Colloquium, Forlì Campus; "Race for the cure", run and walk against breast tumours; Unibo and "Pink Cloud" still together: science and technology for growth.

## A preliminary reading of the investments made

In 2015, the University of Bologna invested 7,600 Euro in direct actions for equal opportunities, drawing on funding allocated to the CUG, the grant for second cycle degree dissertations allocated to the CSGE, and a further 153,630 Euro for indirect gender-related actions, providing assistance for services mainly affecting women, with the "Nursery child enrolment grant", a cash grant available to Managerial, TA and CEL staff, and the "Childbirth bonus", a financial assistance scheme available to TA and CEL staff.

	Components and positions
Promoter	CUG
Scientific Committee	Francesco Ubertini, Rector Chiara Elefante, Vice-Rector of Human Resources Tullia Gallina Toschi, President of the CUG Elena Luppi, Delegate for Equal Opportunities Angelo Paletta, Delegate for the Budget Ornella Montanari, Harassment Adviser Benedetta Siboni, Responsible for the project Gender Report
Operational Committee	Daniela Sangiorgi, Department of Management, Research Fellow Marco Balboni, Valentina Filippi, Tullia Gallina Toschi, Gabriele Greppi, Valeria Guidoni, Angela Martino, Carlotta Pizzo, Chiara Sirk, CUG Members  Camilla Valentini, Danilo Roberto Cinti, Vincenzo de Filippis, Gian Piero Mignoli, Anja Riceputi, Luca Ramazzotti, ARAG - Evaluation and Strategic Planning Unit Michele Toschi, APOS - Personnel and Organisation Division Barbara Neri, APOS - Training Unit  Mirella Cerato, Michela Versari, Paola Cappelli, Vincenza Ferraro, Alex Rinaldi, AAGG - Communication Unit

## Contacts and further information

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